DOCUMENT RESUME

ED 383 779 UD 030 449

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TITLE	Alternative Basic Comprehension Program (Project A.B.C.). Final Evaluation Report, 1993-94. OER Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	95
CONTRACT	T003E00074
NOTE	41p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Career Development; Curriculum Development; Dropout Prevention; *English (Second Language); *Ethnic Groups; High Schools; High School Students; *Immigrants; *Limited English Speaking; Mathematics; Nontraditional Education; Parent Participation; Program Evaluation; Sciences; Social Studies
IDENTIFIERS	Elementary Secondary Education Act Title VII; New York City Board of Education; *Project ABC NY

ABSTRACT

The Alternative Basic Comprehension Program (Project A.B.C.) was an Elementary and Secondary Education Act Title VII-funded special alternative instructional program in its fourth year at two high schools in the Bronx (New York). In 1993-94, the project served 264 students of limited English proficiency from many countries. Participating students received instruction in English as a Second Language (ESL) and the content areas of mathematics, science, and social studies. Although native language arts instruction was not offered, advanced Russian and Korean classes were available. Staff development and parent participation through ESL classes and field trips were components. Project A.B.C. met its objectives for career development, student apprenticeships and internships, dropout prevention, attendance, staff development, curriculum development, and parental involvement. It did not meet its ESL objectives and narrowly missed its content area objectives. It is recommended that the reasons for the lack of growth in English skills be assessed and that new ways to provide extracurricular activities be explored. Eight tables present evaluation findings. Appendixes list instructional materials and class schedules. (SLD)

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ED 383 779

OER Report

Alternative Basic Comprehensive Program
(Project A.B.C.)
Special Alternative Instructional Program
Grant T003E00074
FINAL EVALUATION REPORT
1993-94

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Alternative Basic Comprehensive Program
(Project A.B.C.)
Special Alternative Instructional Program
Grant T003E00074
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

The Alternative Basic Comprehension Program (Project A.B.C.) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded special alternative instructional program in its fourth year at Christopher Columbus High School and Walton High School in the Bronx. In 1993-94, Project A.B.C. served students of limited English proficiency (LEP). Participating students received instruction in English as a second language (E.S.L.) and the content area subjects of mathematics, science, and social studies. Since the project was a special alternative instructional program, it did not offer native language arts (N.L.A.) instruction. Advanced Russian and Korean classes, however, were available for project students at Columbus High School.

Teachers of participating students had the opportunity to attend periodic staff meetings. The project also reimbursed tuition fees for staff members taking courses at the college level.

Project A.B.C. had an active parental component, which included E.S.L. classes and educational trips.

Project A.B.C. met its objectives for career development, student apprenticeships/internships, dropout prevention, attendance, staff and curriculum development, and parental involvement. It failed to meet its objective for E.S.L. and came very close, but only partially met, its objective for content area subjects. The Office of Educational Research was unable to evaluate the objective for occupational aspirations because of lack of data.

The conclusions, based on the findings of this evaluation, lead to the following recommendation to the project:

- Assess reasons for the lack of growth in participants' English language skills. Consider offering a more intensive E.S.L. program to those students who require it.

- Explore new ways to provide extracurricular activities for students.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Mr. Marc A. Augustin and Ms. Ann Yanping for collecting the data and writing the report.

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I. INTRODUCTION

In 1993-94, the Alternative Basic Comprehension Program (Project A.B.C.) was in its fourth year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The program operated at Christopher Columbus High School and Walton High School in the Bronx. Demographic data presented in this report are from 1992-93, the last year for which such data were available.

Christopher Columbus High School is located in a residential neighborhood of the Bronx. During the 1993-94 school year, the surrounding community was predominantly European-American, with some African-Americans, Latinos, and Asian-Americans. Many of the project students traveled to the school from adjacent low-income areas. The school population was 44 percent Latino, 24 percent African-American, 23 percent European-American, 8 percent Asian-American, and 0.1 percent Native American.* Of the 3,180 students at Christopher Columbus High School, 11 percent were of limited English proficiency (LEP), and 12 percent were immigrants from 52 different countries. Twenty-eight percent of the students were eligible for the free-lunch program, an indication of low income.

Walton High School is situated in a working class neighborhood of the Bronx with a large Latino population mixed with African-Americans and Asian-Americans.

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*Percentages do not equal 100 because of rounding.

The population of students at the school was similar to that of the surrounding community: 57 percent Latino, 36 percent African-American, 6 percent Asian-American, and 1 percent European-American. Of the 2,663 students at Walton High School, 21 percent were LEP, 16 percent were immigrants from 33 countries, and over 95 percent were eligible for the free-lunch program.

Classrooms at both sites were well-lit, spacious, and nicely decorated. Bulletin boards on the walls were colorful, and student work was displayed in classrooms. Stairways at Walton High, however, were dark. Computers for student use were in evidence at both sites.

STUDENT CHARACTERISTICS

Project A.B.C. served 264 LEP students in ninth through twelfth grade from many countries. (See Tables 1 and 2.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other student characteristics considered by the project were low native language literacy, willingness to participate as determined by interviews with the guidance counselor, and the written permission of parents.

TABLE 1

Number of Students in Project A.B.C., by Grade

High School	Grade				Total
	9	10	11	12	
Christopher Columbus	53	52	54	40	199
Walton	21	15	16	13	65
Total	74	67	70	53	264

TABLE 2

Students' Countries of Origin

Country	Number of Students
Vietnam	43
Russia	30
Korea	27
Yugoslavia	24
China	19
Cambodia	9
Hong Kong	7
India	5
Yemen	3
Dominican Republic	2
Haiti	2
Ukraine	2
Egypt	1
Guyana	1
Israel	1
Pakistan	1
U.S.S.R.	1
Other	76
Unknown	10
Total	264

Needs Assessment

Before initiating this program, the project carried out a needs assessment of targeted LEP students, their families, and the staff who were to serve them. The resulting data showed three basic needs: (1) to provide students with instruction in English as a second language (E.S.L.); (2) to offer E.S.L.-based content area classes; and (3) to develop career awareness among students and parents.

PROJECT OBJECTIVES

Student Objectives

- By June 1994, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.
- At least 70 percent of the students enrolled in E.S.L. content-based classes (science, social studies, mathematics) will score at or above the passing criterion of 65.
- Seventy-five percent of the students will show a significant improvement in occupational aspiration.
- The program will organize at least one career conference with representatives from eight major career clusters.
- The career resource specialist will have developed student apprenticeships/internships at 15 or more sites.
- Program students will have a significantly lower dropout rate than similar non-program students.
- Program students' attendance will be significantly higher than that of mainstream students.

Staff Development

- By the end of the fourth year, 85 percent of program staff members will participate in 90 percent of teacher-training workshops and conferences.

Curriculum Development

- By the end of the fourth project year, the curriculum/resource specialist will have developed at least four instructional units in each of the following: mathematics, science, and social studies.

- By the end of the fourth project year, the curriculum specialist will have produced an E.S.L.-based curriculum guide in at least one career cluster.

Parental Involvement

- Parents of students who participate in the project will demonstrate an attendance rate at open school days/evenings equal to or greater than that of mainstream parents.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project A.B.C. offered instructional and support services to 264 LEP students and their families. The project's primary goals were to promote acquisition of English language and content area skills and to develop students' career awareness.

Project A.B.C. infused a strong multicultural component into the curriculum in order to promote knowledge of and appreciation for the many different cultures represented by participants. It also provided students with academic and personal counseling, tutoring, career and college advisement, and cultural and career-oriented trips. The project offered parental involvement and inservice staff development activities and reimbursed staff for college credits.

Materials, Methods, and Techniques

Project A.B.C. offered E.S.L. at beginning, intermediate, advanced, and transitional levels. Teachers used an E.S.L. instructional methodology in the

content area courses, which enabled students to gain concepts more readily while they practiced their emerging skills in English.

Teachers used a wide array of strategies, including cooperative learning, informal peer tutoring, the use of audiovisual equipment, formal individual tutoring by staff members, student-produced newsletters, and reading groups. Computers supplemented classroom instruction.

Project A.B.C. staff at Christopher Columbus High School developed a newsletter describing the design and goals of the program, and students contributed to the publication. The project distributed the newsletter to parents, school staff, and interested persons and groups.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Both schools planned to use tax-levy monies to fund the project as Title VII funding decreased. The schools also intended to seek assistance from private educational foundations, agencies, and other interested organizations.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, a resource specialist at each of the two sites, and one paraprofessional who worked at Christopher Columbus High School. See Table 3 for a description of degrees

held and language proficiencies (teaching or communicative*).

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency
Project Director	M.A.	Spanish TP
Resource Specialist	M.D.	Vietnamese TP
Resource Specialist	M.S.	Vietnamese TP
Paraprofessional	H.S. Diploma	Vietnamese NS

The project director's responsibilities included the administration and organization of the project's activities, staff selection and training, and the coordination of the project's evaluation. The director had more than 16 years experience in the field of teaching LEP students.

The resource specialists' responsibilities were to aid classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and select instructional material. They taught a few periods daily, maintained ongoing contact with teachers as a way of keeping in touch with students' needs and progress, conferred with students who were having difficulties, and maintained contact with project students' parents as a way of stimulating parental involvement.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = Native Speaker.

Other staff. Tax-levy funds paid the salaries of the 41 classroom teachers, 2 paraprofessionals, 11 guidance counselors, and 1 family coordinator who provided services to project students. See Table 4 for their language proficiencies, degrees, and certifications.

Most of the teachers had one to eight years of experience in teaching LEP students. All teachers had training in either bilingual or E.S.L. education and held high school certification in the subject area they taught.

TABLE 4

Qualifications of Non-Title VII Staff

Position Title	Degree(s)	Certification	Language Proficiency
Teachers (41) Counselors (11) Family Coordinator (1)	Master's 49 Bachelor's 1 Ph.D.'s 1	16 E.S.L 10 Guidance 10 Social Studies 8 Spanish 3 Science 1 Italian 1 Art 3 Mathematics	Spanish 19 TP French 2 CP Russian 1 TP Chinese 1 TP Italian 1 TP, 2 CP Korean 2 TP Yiddish 1 CP
Paraprofessionals (2)	High School(2)		Vietnamese 1 NS Italian 1 NS

Staff development. Three Title VII staff members received tuition assistance toward college courses in E.S.L. or bilingual education. Teachers of participating students were offered periodic staff development activities, including workshops. These focused on E.S.L. language activities, the asbestos crisis, AIDS, and multicultural issues.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 7.5 years (s.d. = 2.0) of education in a non-English speaking school system and 2.8 years (s.d. = 2.0) of education in the United States. The median time students participated in Project A.B.C. was 20 months.

Activities to Improve Pre-Referral Evaluation for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Neither of the two schools had S.B.S.T. members who were proficient in the students' native languages, and other staff translated as necessary.

Gifted and talented students were identified by grades and teacher judgment.

Instructional Services for Students with Special Needs

The project provided individual tutoring and computer-assisted instruction (C.A.I.) during school hours to students having difficulty in classes. Gifted and talented students had access to advanced placement and honor classes.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project A.B.C. supported a variety of parental involvement activities, such as E.S.L. classes, training sessions which integrated acculturation and job development, and field trips.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Comparison of Project Group's Educational Progress with Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of bilingual language instruction on project students' performance on the standardized tests. Because of the difficulty of finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills among students similar to those served by Project A.B.C.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The content area objective for mathematics, science, and social studies was assessed through course grades, as specified.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is obtained by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews of the project director several times during the school year and also observed two classes at each of the two schools. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the

Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. All students were tested at the appropriate grade level. Time limits for subtests were adhered to; directions were given exactly as presented in the manuals.

Testing at Twelve-Month Intervals

The LAB was given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OER computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than

would be expected from chance variation alone.

The only possible threat to validity might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the norming group would not have affected the existence of a gain.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project A.B.C. carried out all instructional activities specified in its original design.

Participant's Progress in English

Throughout the school year, students had ample opportunity to develop their English skills.

Both schools offered E.S.L. instruction at the beginning, intermediate, advanced, and transitional levels. (See Table 5.)

TABLE 5

Project Students Enrolled at Various Levels of E.S.L.

Christopher Columbus High School	Periods per Week		Number of Students Enrolled	
	Fall	Spring	Fall	Spring
Beginning	15	15	56	41
Intermediate	10	10	64	67
Advanced	10	10	45	49
Transitional	10	10	28	40
Walton High School	Periods per Week		Number of Students Enrolled	
	Fall	Spring	Fall	Spring
Beginning	15	15	6	3
Intermediate	10	10	10	10
Advanced	10	10	8	11
Transitional	10	10	10	13

An OER evaluation consultant observed an intermediate level E.S.L. class at Walton High School. Twenty students were present for a lesson about the people of Afghanistan and the problems they would face as immigrants to the United States. The teacher used a map to begin the class and asked students to point out Afghanistan and to state what part of the world it is in. She then reviewed possible reasons why Afghans would leave their land for the United States and compared and contrasted these reasons with those of the students' families. The class read passages about the Afghans and analyzed important vocabulary words.

The lesson was primarily teacher-directed, but students were encouraged to ask questions and to work together. All students participated.

The evaluation objective for English as a second language was:

- By June 1994, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 167 students from grades nine through twelve. (See Table 6.) While the average gain of 3.8 N.C.E.s (s.d. = 15.8) for these students are statistically significant ($p < .05$), only 53 percent showed a gain from pretest to posttest.

As had occurred last year, the project did not meet its E.S.L. objective.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Columbus High School	199	137	16.1	13.7	20.0	17.2	3.9	17.1	2.70*
Walton High School	65	30	12.3	9.8	15.2	10.7	3.0	7.5	2.17*
Total	264	167	15.4	13.2	19.2	16.3	3.8	15.8	3.08*

*$p < .05$

- Overall and at each site, participating students showed significant gains on the LAB.

Participants' Progress in Native Language Arts

The project was a special alternative instructional program and did not posit any specific native language arts objectives. The schools provided books for the project resource room in the various native languages of the student body. This included English/Vietnamese, English/Chinese, English/Korean, English/Khmer, English/Russian, and English/Bengali dictionaries. Throughout the school year, 78 project students at Christopher Columbus High School took advanced Russian or Korean courses.

LEP Participants' Academic Achievement

Teachers used a wide variety of strategies and techniques in the content area classes, including cooperative learning and research projects, as well as individually paced and teacher-directed instruction with an E.S.L. methodology.

The project's resource specialists and paraprofessionals taught students how to use computer software in mathematics and helped them review for the Regents Competency Tests (R.C.T.s) in social studies, biology, physics, and chemistry.

An OER evaluation consultant observed an intermediate mathematics class at Christopher Columbus High School. Seventeen students and a paraprofessional were present for a lesson on the use of proportions. The teacher opened the class by handing out a worksheet from which she had already chosen a few examples for the "Do Now" exercise. She reviewed the problems, detailing the rules for ascertaining actual length, given a scale drawing. The teacher used the worksheet for the remainder of the class. The students were alert, and almost all participated. The paraprofessional gave individual assistance to those students who needed it.

The content area objective was:

- At least 70 percent of students enrolled in E.S.L. content-based classes (science, mathematics, social studies) will score at or above the passing criterion of 65.

In all subject areas at both sites , except science at Columbus High School in the fall, more than 70 percent of participating students received passing grades. (See Table 7.)

Project A.B.C. partially met its objective for the content area subjects.

TABLE 7

Passing Grades in Content Area Courses, by Site

High School	Subject	Fall 1993		Spring 1994	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Columbus	Mathematics	158	81.0	159	88.7
	Science	122	59.8	80	85.0
	Social Studies	161	88.8	153	96.1
Walton	Math	50	80.0	47	76.6
	Science	47	87.2	44	70.5
	Social Studies	55	80.0	48	89.6

- More than 70 percent of the students at both high schools passed their subject area course in both semesters, except for science at Columbus High School in the fall semester.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Twenty-two students were mainstreamed at the end of the school year previous to that under review. Project A.B.C. did not monitor the subsequent performance of these students.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Three students were reported to have been fully mainstreamed in the year under review. This number is lower than the number mainstreamed at the end of the previous year (22).

American Culture and Citizenship

Project A.B.C. did not propose any objectives for American culture and citizenship. However, the project provided a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These trips included visits to the United Nations, Dorny Park, Hershey Park, New York City's courts, and Lehman College's Asian Cultural Concert.

Career Development

The resource specialist used an occupational outlook handbook and college bulletins to survey college admission and career requirements with project students, and gave advice on how to interview successfully.

The project proposed one objective to promote career awareness:

- The program will organize at least one career conference with representatives from eight major career clusters.

All program students participated in a Career Day conference in the spring. Representatives from the fields of computer science, physical therapy, medicine, hotel management, and at least five other career fields offered workshops. Project students also visited government and private agencies in order to get a better perspective on jobs in the real world.

Project met its career development objective, as it had in the previous year.

Occupational Aspirations

Resource teachers used the occupational outlook handbook to give students and their parents information about careers. Students and teachers exchanged ideas during question-and-answer periods. The project helped seniors get information from colleges and assisted them in contacting admissions offices and completing college applications and financial aid papers. E.S.L. teachers discussed careers with students and explained to juniors and seniors and their parents how to select a college.

The project proposed one objective for improvement in occupational aspiration:

- As a result of participating in the program, 75 percent of students will show a significant improvement in occupational aspiration.

OER was unable to evaluate the objective for occupational aspirations because of a lack of data.

Student Internships

The project proposed one objective for student internships:

- The career resource specialist will have developed student apprenticeships/internships at 15 or more sites.

In conjunction with the counselors and the New York State Employment Office at the schools, A.B.C. students engaged in student internships/apprenticeships at 35 sites. Except for the availability of internships for students, both resource specialists indicated that there was a lack of extracurricular activities available to project students.

Project A.B.C. met the student apprenticeship/internships objective for the first time.

Grade Retention

Project A.B.C. did not propose any objectives for reducing grade retention. The project reported that in the year under review, 39 students (14.8 percent) would be retained in grade.

Dropout Prevention

The school contacted the parents of potential dropouts. The resource specialist and the social worker counseled the students and provided them with a list of General Equivalency Diploma (G.E.D.) training schools along with letters of recommendation, if it appeared that they might not return to school.

Project A.B.C. proposed the following objective for dropout prevention:

- Program students will have a lower dropout rate than non-program students at the same school.

In the year under review, six program students (2.3 percent) dropped out of school. The dropout rate for participating students is considerably lower than the schoolwide dropout rates (4.6 percent for Christopher Columbus High School and 3.0 percent for Walton High School).

Project A.B.C. met its objective for dropout prevention as it did last year.

Attendance

The resource specialists checked the absentee list daily and called students' parents as needed. In addition, the school sent weekly postcards to the parents of absent students.

The project posed the following objective for attendance:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

At C. Columbus High School, the attendance rate of participating students was over 95 percent. At Walton High School, the attendance rate was over 88 percent. This was significantly higher than the schoolwide attendance rate.

The project met its attendance objective.

TABLE 8

Attendance Rates of Participating and Non-Participating Students

High School	Attendance Rates	
	Participating Students	Schoolwide
Christopher Columbus	95.4	86.1
Walton	88.4	85.7

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Students showing ability in mathematics and science were eligible to take advanced courses, and tutored other students. Enrichment activities that allowed students to

progress at their own pace were offered in all courses.

Enrollment in Post-secondary Education Institutions

In the year under review, no graduating seniors indicated that they would be enrolling in postsecondary education institutions.

CASE HISTORY

P.V. came to the United States in February 1993. She was very quiet and was reluctant to participate in class because she lacked English language skills. P.V. was placed in Project A.B.C., where the staff gave her the individual assistance she needed. Her attitude changed as she began to get more involved. She now has attained an average of 75 in all her content area classes.

STAFF DEVELOPMENT OUTCOMES

The project proposed one staff development objective:

- By the end of the fourth year, 85 percent of program staff will participate in 90 percent of teacher-training workshops and conferences.

The staff were offered workshops on such topics as child abuse, the infusion of career education in the curriculum, AIDS, and the asbestos problem. There were monthly department and faculty meetings. Project staff participated in almost all (over 90 percent) of teacher training conferences and workshops.

The project met its staff development objective, as it had done in the previous year.

CURRICULUM DEVELOPMENT

The project proposed two curriculum development objectives:

- By the end of the fourth project year, curriculum specialists will have developed at least four instructional units in each of the following: mathematics, science, and social studies.

During the 1993-94 school year, Project A.B.C. developed a total of 12 instructional units for mathematics, science, and social studies.

As it had done last year, Project A.B.C. met its curriculum development objective.

- By the end of the fourth project year, the curriculum specialist will have developed an E.S.L.-based curriculum guide in at least one career cluster.

Project A.B.C. developed a series of career-related curricula to be used in all E.S.L. classes.

The project met its E.S.L.-based curriculum guide objective, as it had last year.

PARENTAL INVOLVEMENT OUTCOMES

Project A.B.C. proposed one parental involvement objective:

- Parents of students who participate in the project will demonstrate an attendance rate at open school days/evenings equal to or greater than that of mainstream parents.

The school sent letters of invitation to parents in English, Vietnamese, Russian, Chinese, or Khmer a few days before open school day/evening. In addition, the staff reminded parents of these days/evenings by calling them at home.

At Christopher Columbus High School, the rate of attendance of project parents at open school day/evening was 32 percent, while the rate for the school as a whole was 27 percent.

At Walton High School, 73 percent of project students' parents participated at open school/day/evening. The percentage of mainstream parents who participated was 50 percent.

The project met its parental involvement objective, as it had in the previous year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project A.B.C. met its objectives for career development, student apprenticeships/internships, dropout prevention, attendance, staff and curriculum development, and parental involvement. It failed to meet its objective for E.S.L. and came very close, but only partially met, its objective for content area subjects. The Office of Educational Research was unable to evaluate the objective for occupational aspirations because of lack of data.

Participating students in Project A.B.C. showed academic progress. Of the 264 participants in grades nine through twelve, 225 were promoted to the net grade. Th students showed gains in English language skills and the content areas, although they did not show gains on the LAB at the rate expected.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rates of participating students were higher and the dropout rates lower than those of the mainstream populations at the participating high schools.

Teachers attended graduate courses to increase their knowledge of bilingual education. In-service workshops proved useful to teachers and project staff in their project-related responsibilities.

Parents increased their English skills, were involved in activities designed to acquaint them with the school and the program, and learned ways to help their children at home.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project A.B.C. were staff development and career and curriculum development. Quantitative data, reports of observers, and feedback from those administering the program attested to the strength shown in these areas.

The least effective component of the project was its lack of extracurricular activities for students.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Based on the findings of this final evaluation, OER makes the following recommendation to the project:

- Assess reasons for the lack of growth in participants' English language skills. Consider offering a more intensive E.S.L. program to those students who require it.
- Explore new ways to provide extracurricular activities for students.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9-11	English for A Changing World	Caroline Banks & Jann Huizenga	Scott, Foresman	1984
9	Line By Line	Steven Molinsky	Prentice Hall	1983
9	Side By Side	Steven Molinsky	Prentice Hall	1983
9-10	Beyond The Beginning	K. Harrison Hyzer	Prentice Hall	1991
10	Great American Stories	C. G. Draper	Prentice Hall	1992
11	Beyond Time and Space	Robert R. Putter	Global Book Co.	1985
9-12	Skits in English	Murry E. Hines	Regents Publishing Co.	1980
9-12	Lado E. Series	R. Lado	Regent Publishing Co.	1980
9-12	Grammar Work	P. Breyer	Regents Publishing Co.	1982
9-12	Fundamental of English Grammar	B. Matthew	Prentice Hall Regents	1985
9-12	Understanding & Using English Grammar	B. Schraffer	Prentice Hall Regents	1989
9-12	Turning Points 1,2,3,4. & Work Books	G. Iantorno & M. Popa	Addison Wesley	1989
9-12	Scope E. Anthology	K. Robinson	Scholastic Inc.	1988
9-12	Reflections	G. Suzan	Newbury House	1979
9-12	The Contender	R. Lipsyte	Harper Keypoint	1987
9-12	Elementary Composition	L. Blanton	Newbury House	1979
9-12	Elementary Reader In English	R. Dixson	Regents Publishing Co.	1983
9-12	A New Beginning	Mary M. Church	Prentice Hall	1988

APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Author	Publisher	Date of Publication
9	Physics Workshop 1,2,3.	S. Rosen	Global Book Co.	1988
9-12	Biology & Human Progress	C. Tanzer	Prentice Hall	1986
9-12	Chemistry, the Study of Matter	H. Dorin	Cebco Standard	1987
9-12	Review of Chemistry	R. Capie	United P. Co.	1993
11-12	Physics its Methods	A. Traffel	Allyn & Bacon	1981
9-12	Earth Science	S. Namowitz	D. Van Nostrand	*
9-12	Health Activity Masters	K. Bridge	Houghton Mifflin Co.	1989

Mathematics

Grade	Title	Author	Publisher	Date of Publication
*	Pre-algebra	S. Hoffman & M. Edwards	Holt, Rinehart & Winston Publishing Co.	1986
9-12	Integrated Mathematics Course I,II,III	Dressler & Keenan	AMSCO	1982
9-12	Reviewing Integrated Mathematics Course I	M. Occhiogrosso	AMSCO	1990
11-12	Advanced Mathematics Concepts	Yucker & Elswick	Merril, Bell & Howell	1986
*	Calculus with Analytic Geometry	M. Protter & C.B. Morrey	Addison Wesley	1967
9-10	RCT Mathematics	John Allasio	Westsea Public Company Inc.	1986

*Information not submitted.

APPENDIX A

Instructional Materials

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9-12	People Places & Change	L. Berry & R. Ford	Holt, Rinehart & Winston	1981
9	Global Studies	Rosenfel	AMSCO Inc.	1988
10-12	It's Yours: Bill of Rights	S. Brandy	Constitutional Right Found. Chi.	1991
9-12	Economics for Everybody	G. Antell & W. Harris	AMSCO Inc.	1982
10	Exploring World History	S. Holt & J. O'Connor	Globe Book Co.	1983
11	Exploring American History	M. Schwartz & J. O'Connor	Globe Book Co.	1981
12	Exploring American Citizenship	M. Schwartz	Globe Book Co.	1981

APPENDIX B

Class Schedules

10th Grade

Days	Period	Subject
M-F	8:05 - 8:40	
M-F	08:55 - 9:40	
M-F	09:40 - 10:35	Mathematics
M-F	10:35 - 11:20	E.S.L. 8
M-F	11:20 - 12:05	E.S.L. Tax
M-F	12:05 - 12:50	U.S. History & Government
M-F	12:50 - 01:30	Physical Education
M-F	01:30 - 02:10	Chemistry 2 Lab
M-F	02:10 - 02:50	Chemistry 2

12th Grade

Days	Period	Subject
M-F	8:10 - 8:55	Economy E.S.L.
M-F	8:55 - 9:40	Biology Vietnamese
M-F	9:40 - 10:35	Biology Lab Vietnamese
M-F	10:35 - 11:20	Physical Education
M-F	11:20 - 12:05	U.S. History & Government
M-F	12:05 - 12:50	E.S.L. 3
M-F	12:50 - 1:30	Sequential Mathematics
L U N C H		
M-F	2:10 - 2:50	Music